



July, 2013

Dear Educators,

On behalf of all of MCESA, we are excited that you are using our content specific assessments in your school or district. We sincerely hope that the assessments help you to measure student achievement and provide useful information about student learning.

Attached are the item specifications that accompany each particular assessment. These item specifications can serve as a useful tool for curriculum mapping activities. To support your use of items specifications, we have a few important points to consider.

- The item specifications were written for a very specific audience and purpose. They serve as a bridge between the standards and the assessment. The item specifications define for test writers what counts as testable content from the standards. They delineate what could appear on a test or what should not appear on a test. Item writers used the item specifications to write test items.
- The specifications may use *i.e.* or *e.g.* when listing testable content. *E.g.* means that these things are eligible to be included on the assessment, but the test writer is not limited to them. They are examples. *I.e.* means that the test content is limited to only those items listed.
- Although the item specifications show that certain standards are not addressed on the MCESA content specific (multiple choice) assessment, this does not mean that teachers are not responsible for teaching those standards. Teachers are responsible for teaching all of the state standards.

For more information about how to use item specifications, please refer to the MCESA Assessment webpage for webcasts that explain in detail the assessment development process and the use of item specifications. Also look for announcements about face-to-face workshops related to instruction or assessment use. <http://education.maricopa.gov/site/Default.aspx?PageID=263>

Sincerely,

MCESA Assessment Department

Theatre: High School – Item Specifications for Summative Assessment

Written by teachers working in collaboration with MCESA.

Code	Content Statement	Item Specifications	Depth of Knowledge Essence
S1C1-101	Demonstrate respect for others' opinions by respectfully listening while ideas are articulated.	<p>Use verbs such as identify, describe, infer, show, etc.</p> <p>Items could present a situation and then ask students about behavior appropriate to the situation or the best possible course of action to resolve the issue in the collaborative situation.</p> <p>Items could relate to active listening (e.g., What is active listening? Which is an element of active listening? Which is/is not an example of active listening?).</p> <p>Items could include comparing inappropriate vs. appropriate behaviors as an audience member at a formal theatrical production. The stem should provide context to distinguish formal production from informal production (e.g., school play, community theatre production, professional theatre production vs. classroom skit, improvisation, etc.).</p> <p>Items could present a situation and then ask (e.g., How should you behave in this situation?).</p> <p>Include questions about general theatre etiquette (e.g., audience behavior, connecting with characters as an audience member—pathos, etc.).</p>	DOK 1/DOK 2
S1C1-102	Cooperate in the dramatic process.	<p>Include questions that are situational (e.g., showing up for rehearsal, working jointly, cooperating, negotiating, articulating ideas, and reliability).</p> <p>Include questions about constructive criticism and critique.</p> <p>Questions could be situational (e.g., What would be the logical response? What is the best course of action? How should you react?).</p>	DOK 2/DOK 3

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S1C1-103	Demonstrate the ability to collaborate while coming to consensus in the dramatic process.	Assessed by performance assessment	
S1C1-104	Follow established theatre safety rules.	Technical theatre—do not assess. Not appropriate for assessment; too much bias due to differences in facilities across the state (e.g., some schools do not have a stage or shop).	
S1C2-101	Imagine and describe characters, their relationships, what they want and why (e.g., through variations of movement and gesture, vocal pitch, volume, and tempo).	Use verbs such as describe and infer. Do not use the verb imagine. Use vocabulary such as character motivation, objective, and obstacles. Items could present situations and then ask questions about the characters and their relationships in these situations. Ask questions that show that students know terminology such as movement, gesture, volume, and tempo.	Describe characters and relationships (DOK 1) Infer what characters want and why (DOK 2/DOK 3)
S1C2-102	Sustain a scene using appropriate language or movement with the teacher role-playing or giving clues (e.g., from literature or students' personal experiences).	Assessed by performance assessment	
S1C2-104	Describe or illustrate recalled sensory experiences.	Assessed by performance assessment	
S1C2-105	Work cooperatively and follow established safety rules.	Technical theatre—do not assess. Not appropriate for assessment; too much bias due to differences in facilities across the state (e.g., some schools do not have a stage or shop).	
S1C3-101	Describe and/or document the setting/environment of a story to be dramatized (e.g., through words, drawings, technical elements).	Use verbs such as identify and describe. Use an excerpt in the stem where the answers are possible settings and environments where the excerpt takes place.	DOK 1

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S1C3-102	Establish a playing space and an audience space.	<p>Use verbs such as identify and describe</p> <p>Items could present four photos as answer choices and ask (e.g., “Which is the most effective use of an audience and playing space?”).</p> <p>Items could ask students to identify which items belong in the audience or playing space.</p> <p>Stage directions that can be used in the stem or the answer choices are limited to the following: upstage, downstage, stage left, stage right, and center. Other terms that can be used are audience, house, green room, control booth, etc.</p> <p>Do not label or refer to the apron in any items because of building bias.</p>	DOK 1
S1C3-103	Illustrate the use of line, shape, texture, color, space, and balance to represent the environment of a story.	<p>Use verbs such as identify and describe.</p> <p>Items can ask students to use context clues to find the answer.</p> <p>Items could present students with a situation or excerpt and then ask students to use context clues to define the environment or to identify the appropriate color, shape, etc., of various items in the setting.</p>	DOK 1
S1C3-104	Select/document/arrange materials (e.g., props, furniture, costumes, sound) to create the setting/environment of the story to be dramatized.	<p>Use verbs such as distinguish, interpret, relate, classify, or use context clues.</p> <p>Stems could present students with images or excerpts and ask students to identify effective versus not effective materials.</p> <p>Questions could include (e.g., What items belong in this location?)</p> <p>Stems could show examples of costumes or set pieces, etc., then students could be asked to correctly select the setting or</p>	DOK 2

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		environment the example would be most appropriate in. Limit questions to involve only setting or environment, not character.	
S1C3-108	Use available art materials, tools, and resources to convey the characters through costumes, accessories, and make-up designs for a scene or production.	Technical theatre—do not assess.	
S1C4-101	Identify various sources (e.g., books, family stories, nature, imagination, paintings, poetry) for theatrical work.	Use verbs such as identify and recall Questions should include dramaturgical information, not inspiration. Questions could include (e.g., “Given this type of play, what types of sources could be used for research?”).	DOK 1
S1C4-102	Retell a story including its theme, setting, storyline, plot, physical descriptions of the characters, and theme.	Use verbs such as summarize, recite, organize, and identify Items can ask about the chronological order of events in a story. Items can ask students to define relevant terminology such as theme, setting, storyline, plot, and characterization. Questions can ask students to identify elements of relevant terminology such as theme, setting, storyline, plot, and characterization (e.g., “Which of these is an element of a story’s plot?”—with the CA being “exposition.”).	DOK 1/DOK 2
S1C4-103	Improvise by imitating life experiences, knowledge of literature, social issues, and/or historical situations, and create imaginary scenes that include characters, setting, and storyline.	Assessed by performance assessment	
S1C4-104	Create original, brief stories through improvisation that include a storyline and characters.	Assessed by performance assessment	
S1C4-105	Describe or illustrate recalled sensory experiences to create characters and plot.	Assessed by performance assessment	

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S1C5-101	Lead peers in warm-ups and theatre games.	Assessed by performance assessment	
S1C5-102	Demonstrate leadership skills in small group work.	Questions can give situations and ask students to identify the appropriate course of action (e.g., What would you do/should you do in this situation?). Use verbs such as infer, relate, cause, and affect	DOK 2
S1C5-103	Lead small groups in planning a scene and rehearsing the scene for in-class performance.	Assessed by performance assessment	
S1C5-106	Conduct exercises for actors in sensory recall.	Assessed by performance assessment	
S1C5-107	Develop an understanding and discuss the role of the director in the production process.	Items that ask about the role of the director should be coded to S2C5-104.	DOK 1
S2C1-101	Describe, illustrate and/or implement how the use of collaboration affects daily life and different environments.	Questions should be about relating different aspects of theatre to daily life and different environments. Use verbs such as relate Questions could be about implementing the use of the collaboration model from theatre to real life (e.g., compare collaboration to publicize a play with collaboration to publicize a product). Questions could be compare and contrast (e.g., “In theatre class I learned how to collaborate. Which life situation is that most like?”).	DOK 2

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S2C2-101	Describe how the characters in a situation might be similar to or different from a real life experience.	<p>Questions could ask students to compare and contrast characters in plays with people in real life and social situations (e.g., social issues in plays and how they relate to life).</p> <p>Use verbs such as relate</p> <p>Items could present an excerpt, and then ask students to analyze which real life situation is most like the excerpt.</p>	DOK 2
S2C2-102	Describe how place and time affect characters and story in class improvisations, scripts, and productions of theatre and/or other media.	<p>Items can ask students to make inferences based on an excerpt.</p> <p>Items should not include anything about inferring who has the power based on stage location and position (e.g., full back to the audience).</p> <p>Standard was interpreted as only assessing geographical location and historical time period (e.g., when Nora, in <i>A Doll's House</i>, leaves, it is important because of the time period).</p>	DOK 2
S2C2-103	Identify current and historical periods and cultures (e.g., western/eastern traditions) in dramatic scenes, scripts, and informal and formal productions.	Assessed by performance assessment	
S2C2-104	Demonstrate how interrelated conditions (time, place, other characters, and the situation) influence the characters and stories in informal productions of theatre, film/video, and electronic media.	Assessed by performance assessment	
S2C2-105	Infer a character's motivations and emotions and predict future action.	<p>Use verbs such as infer and predict</p> <p>Questions could give situations or excerpts and ask students to infer emotions and motivations, and to predict future actions.</p>	DOK 2
S2C3-101	Compare and contrast the historic setting, culture, and geography of a story, and how they influence and affect the visual/aural representation of it in a classroom, on stage, or in media.	<p>Use verbs such as compare and contrast</p> <p>Students could draw conclusions about the historic setting, culture, and geography of a story and hypothesize how they affect the performance.</p>	DOK 2/DOK 3

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		<p>Items could present one excerpt or two excerpts. The excerpt(s) should be culturally appropriate (e.g., characters in a play set in ancient Egypt would not wear business suits).</p> <p>Assess no higher than elementary level history.</p>	
S2C3-102	Identify and explain the historical and cultural influences on the visual/aural elements from a variety of works (e.g., fairy tales, books, plays) for dramatizations.	Assessed by performance assessment	DOK 1
S2C4-101	Read and analyze stories and short plays from a variety of cultures and historical periods to identify their essential playwriting elements (e.g., storyline, conflict, characters, theme).	<p>Use verbs such as identify, describe, analyze, and interpret</p> <p>Items should focus primarily on storyline, characterization, and theme.</p> <p>Items requiring students to identify conflict should be coded to S2C4-103.</p> <p>Students could use context clues to find storyline, character, or theme from an excerpt or situation.</p> <p>Focus on using excerpts and situations representing different cultures or historical periods.</p>	DOK 2
S2C4-102	Determine how place, time, and social and cultural conditions affect characters and the storyline in class improvisations, scripts, and productions of theatre and/or other media.	Assessed by performance assessment	
S2C4-103	Describe how a character's motivation and emotions can predict future action or the resolution to a conflict in the story.	<p>Use verbs such as infer or predict</p> <p>Questions could give students an excerpt or situation and ask them to infer the conflict or predict the resolution.</p> <p>Focus on resolution and conflict, not future action, motivation, or emotions, which are tested in another standard (S2C2-105).</p>	DOK 2
S2C4-104	Discuss story themes, plot, characters, dialogue, and actions and how they compare/contrast to real life situations.	Questions could ask students to compare and contrast themes, plot, characters, dialogue, and actions in plays with the same	

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		<p>elements in real life and social situations (e.g., social issues in plays and how they relate to life).</p> <p>Items could present an excerpt, and then ask students to analyze which real life situation is most like the excerpt.</p>	
S2C4-105	Identify current and historical periods and cultures (e.g. western/eastern traditions) in dramatic scenes, scripts, and informal and formal productions.	<p>This standard is similar to S2C3-101, but instead of comparing and contrasting historic settings, etc., students are asked to identify current and historical periods and cultures.</p> <p>Items could present an excerpt from a script and ask students to identify the historical period or culture reflected in the script.</p> <p>Assess no higher than elementary level history.</p>	DOK 1/DOK 2
S2C4-106	Describe how place and time affect characters and story in class improvisations, scripts, and productions of theatre and/or other media.	Assessed by performance assessment	
S2C5-101	Identify and explain the influence of time and place (history and environment) on the characters and the story to be dramatized.	<p>Use verbs such as identify, explain, cause, and affect</p> <p>Questions could present a situation or excerpt and then ask students to identify and explain how time and place influence the characters.</p> <p>Ask questions about historical period and geographic location, but focus on the characters, not the story, which is assessed in a different standard.</p>	DOK 2
S2C5-102	Use a variety of sources (e.g., pictures, music, poetry, texts, library, artifacts) to research the characters, story, and environment for a dramatization.	Items that ask about the research sources for dramatization should be coded to S1C1-104.	DOK 1/DOK 2
S2C5-103	Evaluate research materials for appropriateness and usefulness to support character, story development, and design.	Items that ask about the research sources for dramatization should be coded to S1C1-104.	DOK 2/DOK 3

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S2C5-104	Identify and explain the roles of the different artists in theatre (actor, designer/technician, playwright, director).	<p>Use verbs such as identify, categorize, and classify</p> <p>Questions could compare the different roles and ask what commonalities do they share, or ask questions about their responsibilities.</p> <p>Only focus on the roles of actor, designer (costumes, lights, sound, and scenic), playwright, and director.</p> <p>Future tests for the intermediate level could assess positions (e.g., stage manager, publicity, technicians, house manager, etc.).</p>	DOK 1/DOK 3
S2C5-105	Identify current and historical periods and cultures (e.g., western/eastern traditions) in dramatic scenes, scripts, and informal and formal productions.	<p>Assessed by performance assessment</p> <p>Note: this standard is identical to S2C2-103.</p>	
S3C1-101	Describe the ways in which the group participated in the collaborative process.	Assessed by performance assessment	
S3C2-101	Demonstrate respectful audience behavior.	Items written to this standard will be assessed in S1C1-101.	DOK1/DOK 2
S3C2-102	Describe the believable actions and dialogue of improvised characters in classroom scenes.	Assessed by performance assessment	
S3C2-103	Identify and describe the characters, environment, and story elements in a variety of written and performed events.	<p>Use verbs such as identify, describe, categorize, distinguish, or use context clues.</p> <p>Students could be given an excerpt or situation in the stem, and then asked to identify or describe the characters, environment, and/or story elements (e.g., exposition, rising action, conflict, and climax).</p> <p>Includes identification of characters by function (e.g., protagonist, antagonist, and foil).</p>	DOK 2

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S3C2-104	Justify the perception of a performance and critique its production elements.	Assessed by performance assessment	
S3C2-105	Evaluate and justify, with examples, the meanings constructed from a dramatic text or performance relating to daily life.	Items could present an excerpt and ask students to determine which real life situation is similar in meaning and theme to the situation presented in the excerpt. Items should focus on theme (meaning) rather than plot (situation) of dramatic text or performance.	DOK 2
S3C3-101	Evaluate the playing space and setting used for a variety of dramatic works, classroom scenes, and informal or formal productions.	Use verbs such as evaluate; use context clues and distinguish. Items could include pictures or situations in the stem, and then ask students to evaluate the effectiveness of the playing space or setting (e.g., “If we are doing a play that needs an elaborate set, which picture shows the best example of an effective playing space?”). Focus on evaluation and not just identification.	DOK 2/DOK 3
S3C3-103	Evaluate how line, shape, texture, color, space, balance, and/or pattern help illustrate the environment of a story.	Items could present an excerpt and then asks students to evaluate which of the listed elements best helps illustrate the environment of the story.	DOK 2
S3C3-104	Evaluate the environment, setting, lights, sound, costumes and props in a variety of performed dramatic works to determine the mood and meaning of the story.	Assessed by performance assessment	
S3C3-105	Evaluate the environment for safety issues that may affect the production.	Technical theatre—do not assess. Not appropriate for assessment; there is too much bias due to differences in facilities across the state (e.g., some schools do not have a stage or shop).	
S3C4-101	Recall and evaluate the storyline of a class improvisation or performance.	Assessed by performance assessment	
S3C4-102	Recall and evaluate the character’s actions in a class improvisation or performance.	Assessed by performance assessment	

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S3C4-103	Describe how plot, character, and environment in plays, film/video, and electronic media are related to personal life.	Specification relates to student's "personal life" (not appropriate for assessment), and S2C2-101 assesses ability to connect theatrical work to "real-life experience." Do not assess	
S3C4-104	Identify by genre a dramatic concept, script, classroom, or formal production.	Use verbs such as identify, classify, and categorize Give students a situation or excerpt and ask them to define the given genre. Because the standards do not give any specific genres in the AZ Theatre Standards Glossary, only use simple genres such as comedy, tragedy, drama, romance, musical, fantasy, and mystery as the correct answer choice. More complex genres could be considered biased because not all teachers will teach the same genres.	DOK 1/DOK 2
S3C4-105	Identify and describe the characters, environment, and story elements in a variety of written and performed events.	The skills related to this standard are already being assessed in S3C2-103, which is identical in wording to this standard. Items requiring students to identify and describe characters, environment, and story elements should be coded to S2C4-103.	
S3C5-101	Explain and justify the basic elements of a dramatic text (e.g., problem/solution, beginning, middle and end, characters, and environment) and performance essentials (e.g., visibility and audibility of actors, appropriateness of setting).	Do not assess	
S3C5-102	Explain and justify personal preferences for specific elements and/or moments in dramatizations.	Do not assess	
S3C5-103	Identify and describe the characters, environment, and story elements in a variety of written and performed events.	Do not assess	